

**ENHANCING STUDENT'S WRITING SKILL ON RECOUNT
TEXT USING TWO STAY TWO STRAY METHOD
(A Classroom Action Research to Student of Eighth Grade of SMP Bhakti
Praja Margasari Tegal in the Academic Year of 2018 / 2019)**

THESIS

Presented as Partial Fulfillment of the Requirement for The Graduate Degree of
Language Education Programme



By

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**GRADUATE PROGRAMME
WIDYA DHARMA UNIVERSITY KLATEN
2020**

ACCEPTANCE
ENHANCING STUDENT'S WRITING SKILL ON RECOUNT TEXT
USING TWO STAY TWO STRAY METHOD

APPROVAL

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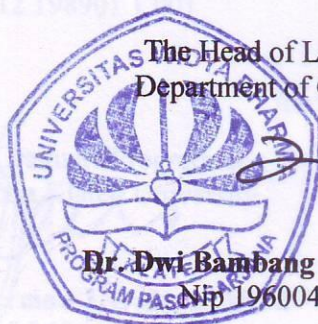
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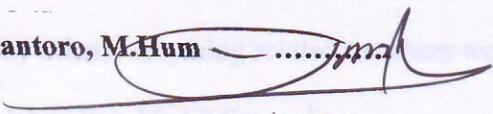
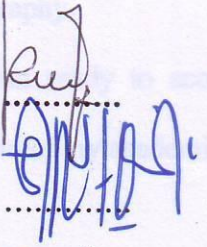
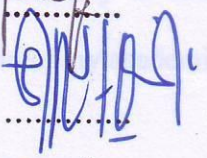
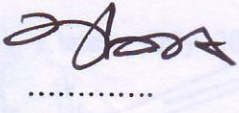
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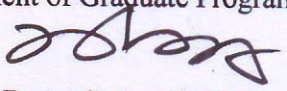


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Title : **ENHANCING STUDENT'S WRITING SKILL ON
RECOUNT TEXT USING TWO STAY TWO STRAY
METHOD (A Classroom Action Research to Student
of Eighth Grade of SMP Bhakti Praja Margasari Tegal
in the Academic Year of 2018 /2019)**

It is not a lagiarism or made by others. Anything related to others work is written in quotation, the source of which is listed in bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic Punishment, including the withdrawal or cancellation of my academic degree.



Klaten , July 2020

[Signature]
Eko Hadi wibowo

DEDICATION

The thesis, dedicated to :

1. My beloved mother
2. Meri novitasari, Amd. keb, my beloved wife
3. My beloved Children
4. The big family of SMP Bhakti Praja Margasari.

MOTTO

Thank's to God is important for our life (writer)

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First of all, the researcher would like to raise to god, the almighty for the blessing and mercy given to him in finishing the thesis. The thesis entitled **ENHANCING STUDENT'S WRITING SKILL ON RECOUNT TEXT USING TWO STAY TWO STRAY METHOD** (A Classroom Action Research to Student of Eighth Grade of SMP Bhakti Praja Margasari Tegal in the Academic Year of 2018 /2019).

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TABLE OF CONTENT

PAGE OF TITLE	i
APPROVAL	ii
ACCEPTANCE	iii
PRONOUNCEMENT	iv
DEDICATION	v
MOTTO	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	viii
TABLE OF FIGURE	xii
LIST OF APPENDICS	xiii
ABSTRACT	xiv
ABSTRAK	xv
CHAPTER I : INTRODUCTION	1
A. Background of the Study	1
B. The Identification of the Problem	5
C. Limitation of the Study	7
D. Statement of Problem.....	7
E. Objective of Study.....	8
F. Benefit of the Study.....	8

CHAPTER II : UNDERLYING THEORIES,RELEVANT

RESEARCH, AND THEORETICAL FRAMEWORK.....10

A. Theoretical Description	10
1. Writing	10
a. Definition of Writing	10
b. Process of Writing	12
c. The Purpose of Writing	15
d. Advantage of Writing.....	16
e. Component of Writing.....	18
f. Micro skill and Macro skill of Writing.....	19
2. Teacher's role in Teaching Writing	21
3. Genre in Teaching Writing	22
4. Recount text	29
a. Definition of Recount Text	29
b. The Purpose of Recount Text	30
c. The Generic Structure of Recount Text	31
d. The Example of Recount Text.....	32
5. Cooperative Learning.....	33
a. Definition of Cooperative Learning	33
6. Two Stay Two Stray Method	34
a. Definition of Two Stay Two Stray Method.....	34
b. The Characteristics of the Learning Model Two Stay Two Stray.....	35

c. The Step of Two Stay Two Stray.....	36
d. Applying of Two Stay Two Stray Method.....	36
B. Relevant Studies... ..	37
C. Conceptual Framework.....	39
D. Action Hypothesis	42

CHAPTER III : RESEARCH METHODOLOGY

A. Research Design	44
B. Research Place and Time	46
C. Research Subject and Collaborator	47
D. Data Collection Technique	48
E. Research Procedure	49
F. Data Analysis Technique	52
G. Indicator of Achievement	56

CHAPTER IV: RESEARCH FINDING AND DISCUSSION

A. Research Finding.....	57
B. The Main Data Analysis.....	57
C. Discussion	77

CHAPTER V: CONCLUSION, IMPLICATION AND

RECOMENDATION.....	80
A. Conclusion.....	80
B. Implication.....	80
C. Suggestion	81

BIBLIOGRAPHY.....	82
APPENDICES.....	86

TABLE OF FIGURE

1. Figure of movement of two stay two stray.....	36
2. Figure of conceptual framework.....	42

LIST OF APPENDICS

1. Instrument Observasi Partisipasi.....	88
2. Syllabus	94
3. Lesson plan.....	96
4. Research instrument	108
5. Student's List.....	111
6. Study score list	112
7. The sample of students evaluation result.....	121
8. Photographs.....	127
9. Study permission letter.....	129

ABSTRACT

Eko Hadi Wibowo, NIM 1781100038. Enhancing student's writing skill on recount text using two stay two stray method (A Classroom Action Research to Student of Eighth Grade of SMP Bhakti Praja Margasari Tegal in the Academic Year of 2018 /2019). Thesis Language Education Department of Graduate Programme, Widya Dharma Klaten University, 2020.

The research has purposes : 1). To describe the use of Two Stay Two Stray method to improve students writing ability in writing recount text in the Eighth Graders of SMP Bhakti Praja Margasari Tegal in Academic Year of 2018/2019 2). To describe the students's participation in writing recount text during taught by using Two Stay Two Stray as a method in SMP Bhakti Praja Margasari Tegal in Academic Year of 2018/2019.

The underline theories of the study are: the researcher conducted a classroom action research as the method of this study. The object research was implementation two stray two stay to improve English writing recount text in grade VIII Bhakti Praja junior high school. The number of students were 36 students. There were three cycle (meeting) during the research ; they were pre cycle, cycle test 1 and cycle test II. The researcher used written test and observation checklist in collecting data. The using of written test was to measure the student's skill in writing recount text after giving treatment.

Based on the main data analysis, The result of test showed that the average students score in the pre cycle test was 56, it means fair. The observation result of student was 25 %. it also meant fair. In the first cycle, the students got 66, whereas the observation of students score got 44%. Based on the result of first cycle, it showed good. And in the cycle II, students got score average 73, and the observation of the students score got 100%, it meant excellent. Teaching and learning process was successfully. From the result of study, it can be showed that the using of Two Stay Two Stray was effective and very useful. It can be looked from improvement of students test result during pre-cycle, cycle I and cycle II.

The conclusion of the research could be follows: 1). The used of Two Stay Two Stray method could writing enhance student's writing skill of recount text ability. 2). Using Two Stay Two Stray method could enhance student's participation in writing recount text. The implication of the research were: 1).The school promotes all teachers to enhance quality of their teaching. 2). the teachers uses two stay two stray method in their teaching. 3).The students could use two stay two stray method with their friends.4).The reader could use this method to add information. The suggestion of the research were: 1). The school should encouraged teachers to enhance the quality of their teaching. 2). Teachers are expected to use Two Stay Two Stray method as a teaching method 3). Student should sharing with other friend to use this method.

This study have key words, those were writing, two stay two stray, recount text.

ABSTRAKSI

Eko Hadi Wibowo, NIM:1781100038 Peningkatan kemampuan menulis teks recount dengan menggunakan metode two stay two stray (Penelitian Tindakan Kelas kepada siswa kelas 8 SMP Bhakti Praja Margasari Tegal Tahun Pelajaran 2018 / 2019). Thesis jurusan pendidikan bahasa, Program pasca sarjana universitas Widya Dharma Klaten Tahun 2020.

Tujuan Penelitian ini adalah :1). Ingin menggambarkan penggunaan metode two stay two stray untuk meningkatkan kemampuan menulis teks recount siswa kelas 8 Smp Bhakti Praja Margasari Tahun pelajaran 2018/2019. 2). Ingin menggambarkan tingkat partisipasi siswa dalam menulis teks recount dengan menggunakan metode two stay two stray Smp Bhakti pra ja Margasari tahun pelajaran 2018/2019.

Penelitian ini, peneliti menerapkan penelitian tindakan kelas sebagai model penelitian ini. Obyek penelitiannya adalah penerapan two stay two stray untuk meningkatkan kemampuan menulis teks recount. Ada 3 pertemuan dalam penelitian ini , yaitu kondisi awal (pre cycle), siklus I dan siklus II. Peneliti menggunakan tes menulis dan pengamatan dalam megumpulkan data. Penggunaan tes menlis adalah untuk mengukur kemampuan ketrampilan menulis teks recount.

Berdasarkan analisis data, menunjukkan bahwa kemampuan hasil belajar 56, hasil observasi menulis siswa rata rata dalam kondisi awal adalah 25 %. Hal itu menunjukkan kurang baik dan hasil pengamatan belajar pada siklus 1 memperoleh 64, pengamatan keberhasilan belajar siswa menunjukkan 66%. Berdasarkan hasil pada siklus 1 menunjukkan hasil yang cukup baik. Pada siklus 2 menunjukkan keberhasilan belajar siswa 73 dan rata rata 100 %. itu merupakan hasil sempurna. Hasil penelitian itu,dapat di simpulkan penggunaan two stay two stray sangat efektif. Hal itu di lihat dari peningkatan hasil tes siklus awal, siklus 1 dan siklus 2.

Kesimpulan dari penelitian di simpulkan sebagai berikut :1). Penggunaan two stay two stray method dapat meningkatkan kemampuan menulis siswa.2). Penggunaan two stay two stray dapat meningkatkan partisipasi siswa dalam menulis teks recount. Penerapan penelitian ni adalah: 1).Sekolah dapat mempromosikan guru untuk meningkatkan kualitas mengajarnya. 2).Guru menggunakan metode two stay two stray di dalam mengajarnya. 3). Siswa dapat menggunakan metode two stay two stray dengan temannya. 4). Pembaca dapat menambahkan informasi tentang teknik pembelajaran. Saran penelitian ini adalah :1). Sekolah seharusnya mendukung guru untuk meningkatkan kualitas mengajarnya. 2). Guru di harapkan menggunakan metode two stay two stay sebagai metode mengajar .3). Siswa Seharusnya sharing dengan temannya untuk menggunakan metode ini.

Kata kunci penelitian ini adalah menulis(writing), two stay two stray, recount text.

CHAPTER I

INTRODUCTION

A. Background of study

Languages are one mean of communication. Communication usually occur in each social context. Every community, just like each someone, but also language show the mind, programme, value and behaviour the group. The language is used to communication in the world is English. English is not only communication's language but also it is global's language (Melitz, 2016 : 21)

Language consist more thousand language live in the world, especially four to five thousand (Bartleby, 2008 : 7), foreign language is international language and a far language the most widely used. So, English is international Language. Anita also said that, "English is not only a national language, it is an international language. It is an international language. It may be called the language of the world civilization". (Anita, 2013:2)

English is very important for social relation in new era and international relation, so every nation teach English. Indonesia is a country foreign language because it teach English. The integrate learning happen on the learning foreign language where the teacher and students must study the four prime language skills. There are four main skills of language. They are hearing, reading, writing and speaking (Permendiknas 22). Each from all skills language very difficult is writing. It is a difficult because writing has limited time in school. However, the role study of writing in English school

is limited. Students are usually asked to write guided and check content of paragraph or essay occasionally.(Iuditm , 2017:1)

In learning four skill language, learner is not only learning language but also the learner teach writing skill. If the learner only teach language, so the learner is not to develop language skill. But if the learner strengthen writing skill so the learner can develop in learning area.

According to the description above, Writing skill is complex and difficult to teach, not only of grammatical and rhetorical devices but also of conceptual and judgment.

In the other hand, writing is a special basic skill which learns in the school especially important to improve student's writing skill ability.

Dealing with this problem, students writing skill ability can be improved by writing process model and writing strategy learned used teacher in class activity (Suhandi, 2015 : 8). This means that model and strategy in learning is important to improve writing's skill ability of the students. The teacher uses innovative strategy or method in learning to make students interested.

(Hammer : 2001:261) state that the students don't like write because they never more writing practise .They lazy writing. The little of writing practise make student quality is badly in this skill. Many students lazy to write also because boring and un satisfied in learning because the teacher use conventional method and not use learning media.

One of the factor involved teaching process is the use teaching method. It is important role in learning process so the objective study to be success. They are make a mach, think pair share, structured number head, two stay two stray and others.

In real condition, now students are limited in their ability to understand and write recount texts. The limitation of students to write recount texts is due to the lack of vocabulary mastery and understanding of various language elements / features that lead to passivity, pessimism, which leads to low learning outcomes. As a result, the teacher's expectation to achieve English language values according to the high KKM (70) in eight grade which was set was very difficult. It was reflected in the daily test scores obtained.

The students have writing matters. It become member of problem, they have not many exercises. They don't express difficulty then sometimes make them afraid to write; they complain about this topic. They do not arrange and make a good sentences to make a passage.

Their matter is vocabulary, punctual, grammatical, structure and conjunction. They should take solution to solve their matter. The teaching method uses to solve them. But the method is conventional.

In other hand, the teacher uses conventional method in teaching. The teacher only teaches the student. Then the student listen the teacher's explanations. Such as, the learning method make the student is bored. The students don't show their ability and just sit on the chair.

The teacher also does not use learning media. The learning media such as, picture, LCD, video, tape recorder are not used to teach students. So, the students are not interested in the material or learning topic.

Based on this matter, the students must be persuaded to be writing as motivation can push them to enhance their achievement. However, the students must be supported by changing the learning method and using learning media. One of the principal roles of the teacher in writing is to motivate the students, creating the right conditions for the generation of ideas, persuading them to the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit. On the other hand, anxiety, supporting and self confidence are three factors that can contribute to affective filter in language learner (Mahasneh: 2017: 6).

Besides that, the suitable method in teaching students is a suitable strategy to improve writing skill ability.

In this research, the researcher is interested in using to enhance student writing ability by cooperative method. The suitable cooperative learning is two stay two stray. It can improve and discussion with other group to share and give information about the material. such as, structure, genre, jumble sentences and others (Huda, 2017:140).

Then, the event tell last action and experience is recount text.. The recount text has purpose, it is to tell past event or last activity. By using two stay two stray, students become active in discussions, ask question to seek answers, give and take information and write down idea in teaching learning

process. So, The students don't difficult to know and meaning about writing skill especially writing recount text.

There is researcher that have already conducted the researcher. She is Rina rokhayati, she observes writing ability of recount text. The Observation result shows that the students give their good attitudes and responses during teaching and learning process by applying the application of two stray two stay method. Questionnaire and interview report show that students agree that the application two stray two stay method had helped them in writing recount text. It can be concluded that the students' achievement is improved when they are taught by two stay two stray method.

Study from background, so conducts an action research of the eight grade of SMP Bhakti Praja Margasari Tegal entitles "Enhancing student writing skill on recount text using two stray two stay method."

B. Identification of Problem

From the explanation of background above, the researcher identifies the problems. The problems are:

1. Writing skill is complex and difficult to teach.

Writing is other language teach in our country. It has difficult for students because it has complex material, such as vocabulary, grammar, structure and diction. So, many students feel difficult and need long time to study. The teacher must prepare vocabulary and grammar to help them.

2. Students have understand to write recount text is limited

The students have low ability in understanding write recount text. It causes they have problem in vocabulary, knowledge, idea and arrange words. So, arrange word and sentences the students very difficult. Writing need study seriously.

3. The teacher uses conventional method in teach students.

The teacher only teaches the student and then the student listen the teacher's explanation. Such as, the learning method make the student is bored. The students don't show their ability and just sit on the chair.

4. The teacher doesn't use learning media in teaching students.

The teacher also does not use learning media. The learning medias such as, picture, LCD, video, tape recorder are not used to teach students. So, the students are not interested in the material or learning topic.

5. The teacher's expectation to achieve English language values according to the high KKM (which was set was very difficult).

And then reason for the suitable topic is used very important. The research choose only enhance writing skill ability by two stay two stray method, follow:

1. Writing is one language skill which crucial study for learner and difficult skills.
2. The teacher and students have problem with genre of text, especially recount text.

3. The use alternative method to enhanced participation writing study.
4. The researcher have support to improve quality students in writing.
5. to know improvement student quality in Bhakti Praja Junior high school.

C. Limitation of the Study

1. The researcher focuses study on writing skill problem. Students have ability to understand and write recount texts are very limited. It is enhancing student's quality in writing on recount text. The researching promote using good method as a solution since it can enhance the student's writing skill on recount text.

One method of cooperative learning good for student is two stay two stray method. This method can stress students to improve and discussion with other group to share and give information about the material, such as, structure, genre, jumble sentences and others. Two stay two stray also can stress students get and give information and discuss the result of discussion. It can give over time to discuss and sharing with their friend and to develop themselves, so they can understand their progress. If TSTS can implemented in the learning process can enhance the student's (Huda, 2017:140).

D. Problem Statements

1. How can TSTS enhance ability of writing students in the eight grade of SMP Bhakti Praja Margasari Tegal in 2018 /2019?

2. How is participation of the students in studying recount text when TSTS method in the Eight grade of SMP Bhakti Praja Margasari Tegal in 2018 /2019 ?

E. Objective of study

According the problems statement, study purposes is:

1. Describe use two stay two stray learning technique to enhance writing skill the Eight grader of SMP Bhakti Praja Margasari Tegal in school Year of 2018/2019
2. Describe the participation of students in studying recount text by using TSTS in SMP Bhakti Praja Margasari Tegal in Year of 2018/2019.

F. Benefit of the Study

1. Theoretically

This research can interesting for learner and hope have advantage for all people, especially to enhance the main skill language.

2. Practically

- a. For the school

This study puts good effect of teaching learning especially teaching writing.

- b. For the teacher

The result of study can be help teaching in writing text session. Hopefully, This method give contribute the teachers about an

alternative teaching method to teach or learn of recount text that engages all students in the class.

c. For the students

The result from this study is to help the students to improve study English two stay two stray method as a cooperative learning. This study is expected to make the students more interested in engaging teaching and learning process especially in writing recount text. Besides, they take on their social skills, as cooperation, appreciation on all mind.

d. For reader

For reader, It adds new information about ELT (English Learning and Teaching) and gives alternative way to learn English as L2 (second language) and international language, particularly the method to promote English skill, especially writing skill.

3. Every student from every school has difference of thinking character

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

The Teacher described explanation section before. It can be concluded that result the study in the Eighth grade of Bhakti Praja Margasari Tegal junior high school on academic year 2018/2019 on the

enhancement students in writing skill recount text. The conclusion of the study were:

1. The use two stay two stray method enhance students writing skill on recount text. As pre cycle, the students get KKM were 9 students, In cycle I was 16 students and cycle 2 was 36 students. It could be seen from average score pre condition to cycle 1 and move on to cycle 2.
2. Degrees of participation student to study is increasing. It showed that observation table pre cycle to cycle 2. The table's participation showed that pre condition is 25 % , cycle one 56 % . and cycle 2 is 73%.

B. Implication

Result of the study showed that two stay two stray method could enhance student's writing skill on recount text. So, the result has effect to researcher and school's members. They are school, teacher, student, and readers.

The researcher hoped the result has implication for the school and teachers. The school promoted all teachers especially English teacher to enhance quality of their teaching, the teachers used TSTS method in their teaching and developing the learning methods to touch writing skill, especially writing recount text.

For the student, the students could sharing and implicated to their class.

For the reader, the reader could use this method to add information about English learning in classroom.

C. Suggestion

1. For The school and teachers
 - a. The school tell the teacher to use two stay two stray method.
 - b. The teachers are hoped use this method to be learning method in the class and expected this method could be used by teacher to enhanced student's writing skill ability.
 - c. The teacher are expected give more attention to this method. especially in recount text, because the method is very effective to be learning method.
2. For the Students

Student should sharing with other friend to use this method.
3. For the readers

For the reader, two stay two stray add information about learning method and give alternative method to enhanced writing skill ability of students.

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99

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